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ABSTRACT

During the 1975 fall quarter, J. Sargeant Reynolds Community College (Richmond, Virginia) conducted a survey of its part-time faculty members. Of the 346 part-time instructors at the college, 254 (73.4%) returned usable questionnaires. The factors investigated were: (1) their characteristics--age, race, sex, educational background, previous teaching experience; (2) whether or not they were generally satisfied with their association with the college; (3) the methods by which they were introduced to, or recruited by, the college; (4) whether or not they were employed elsewhere and, if so, whether their other employment was in education or in a field related to the subject they were teaching; (5) the primary reason(s) why they were teaching at J. Sargeant Reynolds Community College; (6) whether or not the college was giving them adequate support and assistance; (7) the extent to which they were available to students for counseling and advising; and (8) whether or not they wanted to become more involved in college and/or divisional activities. The report includes an analysis of each factor as well as representative samples of individual comments and suggestions. All tables and figures are presented, as is a copy of the survey form. (Author/DC)

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A SURVEY AND ANALYSIS OF PART-TIME INSTRUCTORS AT J. SARGEANT REYNOLDS COMMUNITY COLLEGE

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TABLE OF CONTENTS

	Page
PREFACE	ii
LIST OF TABLES AND FIGURES	iii
KEY TO TABLES AND FIGURES	iv
I. INTRODUCTION	1
Need for the Survey	5
Methodology	8
II. FINDINGS AND ANALYSIS OF DATA	9
The Modal Part-Time Instructor	10
Personal Characteristics	10
Professional Characteristics	13
Administrative Support and Services	23
Instructional Services and Support	27
Personal Services	29
Additional Comments	31
III. CONCLUSIONS AND DISCUSSIONS	34
REFERENCES	42
APPENDIX	43
A. Adjunct Faculty Survey	
B. Proposed Part-time Instructors Survey	

PREFACE

"A Survey and Analysis of Part-time Instructors at J. Sargeant Reynolds Community College: Fall Quarter, 1975" was prepared to provide J. Sargeant Reynolds Community College with an analytical description of its part-time faculty.

The paper could not have been attempted without the support and cooperation of Beverly Allen, Director of Educational Planning and Research, J. Sargeant Reynolds Community College, and her office staff; nor, of course, without the participation of the two hundred and fifty-four part-time faculty members who responded to the "Adjunct Faculty Survey." Special appreciation also is expressed to Elva Jane Grymes, whose typing skills made the finished product possible.

R.J.G., Jr.

LIST OF TABLES

Table		Page
1.	Number of Part-time Instructors	5
2.	Distribution by Sex	11
3.	Distribution by Race	12
4.	Distribution by Age	13
5.	Distribution by Campus	13
6.	Highest Degree, Diploma, or Certificate Earned	14
7.	Teaching Experience - First Job	15
8.	Teaching Experience - Currently Teaching Elsewhere	15
9.	Teaching Level	16
10.	Other Employment	16
11.	Additional Employment Related to Teaching Field?	17
12.	Reasons for Teaching	18
13.	Preference for Attending Faculty Meetings	20
14.	Preferred Times for Faculty Meetings	20
15.	Provide Counseling or Advising to Students	21
16.	Methods by Which Part-time Instructors Were Recruited	24
17.	Distribution of Responses Concerning Part-time Instructor Recruitment Methods	24
18.	Distribution of Responses Concerning Part-time Faculty Orientation	25
19.	Distribution of Data Related to Satisfaction with Processing of Part-time Instructor's Paycheck	30
20.	Comparison of Highest Degree Earned -- Full-time vs. Part-time Faculty	35

LIST OF FIGURES

Figure		Page
1.	Number of Part-time Instructors by Age	12
2.	Summary of Employment Factors	17
3.	Per Cent of Respondents Who Indicated a Clear Understanding of Selected Administrative Procedures	26
4.	Per Cent of Respondents Who Expressed Satisfaction with Selected Administrative Services	28

KEY TO TABLES AND FIGURES

The tables and figures presented within the "Survey and Analysis of Part-time Instructors at J. Sargeant Reynolds Community College, Fall Quarter, 1975" are based upon data obtained in response to questions asked on an "Adjunct Faculty Survey." This key serves as a guide to identify each table and figure with the specific element of the survey.

Table	Survey Element
1	None
2	2
3	3
4	4
5	1
6	5a
7	6
8	9
9	9a
10	8
11	9b
12	11
13	17
14	17
15	15
16	7
17	7
18	12
19	19
20	None

Figure	Survey Element
1	4
2	8, 9, 9a, 9b
3	16
4	18

A SURVEY AND ANALYSIS OF PART-TIME INSTRUCTORS
AT J. SARGEANT REYNOLDS COMMUNITY COLLEGE
FALL QUARTER, 1975

I. INTRODUCTION

Part-time instructors are being utilized in increasing numbers in institutions of higher education, especially in community colleges, throughout the United States. According to the 1975 Community, Junior, and Technical College Directory, approximately 49.7% of the faculties employed by community-junior colleges during the 1974-75 academic year were contracted on a part-time basis. The study also revealed that more than 36.4% of the total number of two-year colleges employed more part-time than full-time faculty.[1]

A recent study by the Virginia General Assembly's Joint Legislative and Audit Review Commission (JLARC) substantiated those findings and demonstrated that they were applicable to Virginia. Data released by JLARC showed that in the Virginia Community College System (VCCS), during the Fall Quarter of 1974, 46 per cent of the faculty were part-time instructors. It was also stated that, system-wide, part-time lecturers constituted 28 per cent of the total workload.[2] Nine of the system's twenty-three colleges utilized more part-time than full-time faculty members. Clearly, in Virginia as elsewhere, part-time instructors play a substantial role in the instructional programs conducted by community colleges.

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[1] 1975 Community, Junior, and Technical College Directory, Washington, D. C.: American Association of Community and Junior Colleges (1975).

[2] Joint Legislative Audit and Review Commission, "Preliminary Program Evaluation: The Virginia Community College System." The Virginia General Assembly. (March 17, 1975) p. S-17.

The employment of part-time faculty members has been viewed with mixed feelings by many professional educators. Generally, administrators speak of the advantages in terms of flexibility in scheduling and course offerings, while faculty question academic qualifications and preparation. The two parties are correct in their contentions because both advantages and disadvantages can be cited.

Flexibility is undoubtedly a major asset accrued from the utilization of part-time instructors. They can often be scheduled at times and places which would be inconvenient or undesirable to full-time faculty. They make it feasible for last minute course additions or deletions and, often, have knowledges and expertise not possessed by full-time faculty. Since, in most instances, they are paid at a considerably lower salary rate, part-time instructors make it possible for a college to offer a larger number of courses than would be possible if only full-time faculty were employed. Kuhns succinctly sums up the situation by stating that colleges would be hard pressed to "offer the wealth and variety of programs currently available were it not for dedicated instruction provided by hundreds of part-time faculty members."[3]

Concern for the quality of instruction presented by part-time instructors usually stems from questions involving their academic and professional preparation. Often many part-time faculty members have received no instruction in teaching techniques and methods, and have had little or no classroom teaching experience. As Englebert has stated, "one objection advanced against the hiring of (part-time) faculty is that these people, outstanding though they may be in their own fields,

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[3]Eileen P. Kuhns, "Part-Time Faculty." Perspectives on the Community-Junior College. New York, N. Y.: Appleton-Century-Crofts. (1971), p. 466.

are not trained teachers."[4] Englebert is correct, for most part-time instructors are hired because of their professional competence, not their pedigogical training.

Other criticisms leveled at the use of part-time instructors concern the fact, and it is fact, that most are, in a large measure, inaccessible to the college and its students. Few part-time lecturers participate in faculty meetings or organizations, and only a minute percentage maintain any on-campus office hours. They seldom contribute to the preparation of course outlines or the selection of textbooks and devote little time to student advisement. It has been asserted that these omissions of professional activities tend to diminish the academic program.

Such concerns make it encumbent upon any college which employs large numbers of part-time faculty members to make certain that fully qualified instructors are employed and that quality instruction is being presented to its students. No part-time instructor should be contracted unless he or she is potentially as valuable as is the full-time faculty member who might also teach the same course.[5]

J. Sargeant Reynolds Community College is an urban-suburban, multi-campus, comprehensive community college located in Richmond, Virginia. It offers a wide range of college parallel, occupational-technical, developmental, and continuing education courses and programs, and contracts a

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[4]Louis W. Bender and Robert Breuder. "Part-time Teachers -- 'Step-Children' of the Community College." Community College Review, 1 (April 1973): 30.

[5]D. B. Gowen. "The Part-Time College Teacher." Bethesda, Md.: ERIC Document Reproductive Service, ED 031 663, 1961, p. 4.

significant number of part-time instructors each academic quarter. Its full-time faculty and staff are vitally concerned that its instructional program be of continued good quality and perspective part-time faculty members are very closely scrutinized. All who are contracted meet or exceed the standards established by the Virginia Community College System and the Southern Association of Colleges and Schools.

The employment procedures insure that all part-time instructors are professionally qualified; they do not, however, guarantee that instructors will be successful in the classroom. There are many methods by which measures of classroom success and effectiveness can be obtained, with one indicator being self concept.

Arthur W. Combes has been quoted as stating that "a 'positive view of self' is one of the characteristics of an effective teacher."[6] A study by Aspy and Buhler supported that contention and found the "relationship between the levels of teacher self concept and the cognitive growth of . . . students" to be positive and statistically significant.[7]

One tool which can be utilized to ascertain a measure of teacher self concept is a faculty survey. Such an instrument can provide insights into faculty attitudes and perceptions, can furnish a general description of the faculty membership, and can relate the value and worth of certain practices and procedures.

During the 1975 Fall Quarter, J. Sargeant Reynolds Community

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[6]David N. Aspy and Jane H. Buhler. "The Effect of Teachers' Inferred Self Concept Upon Student Achievement." The Journal of Educational Research, 68 (July/August 1975): 386.

[7]Ibid., p. 389.

College requested its part-time instructors to participate in a faculty survey. The term, "part-time instructor," as it is used by the College, refers to an individual who teaches twelve (12) quarter hours of classes or less each quarter, is hired on a part-time instructor's contract and at the per credit hour salary rate established by the VCCS as remuneration for those teaching on a part-time basis, and has no contractual benefits other than salary.

Need for the Survey

J. Sargeant Reynolds Community College was established in 1972 as the twenty-third, and last, institution in the Commonwealth of Virginia's Community College System. It has developed from a fledgling institution serving a total of 1,067 students in its initial year, 1972-73, to a multicampus College serving 8,625 students in over sixty locations during the 1974-75 academic year. By necessity (budgetary and personnel considerations) the College has employed large numbers of part-time instructors and throughout its brief existence, such individuals have played a vital role in the College's instructional program.

TABLE 1: NUMBER OF PART-TIME INSTRUCTORS

	Academic Quarter			
Year	Fall	Winter	Spring	Summer
1972-73	31	66	48	13
1973-74	139	138	129	46
1974-75	244	272	265	96
1975-76	346	-	-	-

It is encumbent upon any educational institution to have a thorough knowledge of its instructional staff and to make periodic assessments of its faculty's characteristics and attitudes. An awareness of problems and concerns, as well as of successful practices and procedures, is also of importance. A survey of faculty members can often provide such information.

Literature dealing with part-time faculty members is filled with concerns that the utilization of part-time instructors may hinder rather than enhance an institution's instructional program. The most often cited concerns involve the opinions that part-time instructors are less academically prepared than are full-time faculty members; that they do not possess comparable teaching skills and experiences; that they have other employment to which they devote the majority of their time and efforts; and that they are generally inaccessible to the institution and its students. There is justification for these concerns and it is of vital importance for an institution to know if such factors are adversely affecting its instructional program. A faculty survey serves as one means by which to accumulate data which will assist in ascertaining whether potentially detrimental influences exist.

The current state of the economy and a stabilization of student enrollments have created a situation which has made it increasingly difficult for individuals to obtain full-time teaching positions. As a result, many are forced to accept part-time appointments. It was mentioned at a recent annual meeting of a national education association that there are growing numbers of individuals who are making teaching on

a part-time basis their chosen profession.[8]

It would be of great advantage for a college or university to be aware if such a situation exists within its walls as very substantial administrative problems could well arise. Traditionally, part-time faculties have consisted primarily of individuals who have taught because they found the experience to be personally or professionally satisfying. Financial rewards have been of no great concern. The advent of significant numbers of individuals for whom part-time teaching constitutes the major source of income could reverse past trends. It is reasonable to expect that such a situation will result in greater demands for more equitable salary rates, fringe benefits, and representation in decision making and governance. Data obtained from a survey of part-time instructors could help determine the extent to which such persons are employed and could serve to alert the institutions of the possible need to consider new personnel policies.

Effective instruction often depends upon the adequacy of the support and services which an institution provides for its faculty. The solicitation of faculty feelings on these matters could be of value. A faculty survey can yield much data which could be of great importance to an educational institution. It can provide a better understanding of the members of the faculty, as individuals and as a group; it can furnish data which could prove helpful in analyzing the positive and negative factors of various practices and procedures; and it can, in general, contribute

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[8]Quoted during a discussion, "Adjunct Faculty: Educational Enrichment or Cheap Labor?," conducted at the American Association of Higher Education's 31st National Conference on Higher Education, Chicago, Ill. March 8, 1976.

significantly to the improvement of the institution's instructional program.

Methodology

The "Adjunct Faculty Survey"[9] conducted by J. Sargeant Reynolds Community College during the 1975 Fall Quarter was developed by the College's Office of Educational Planning and Research (with input from Continuing Education personnel), and was distributed and collected through the appropriate academic divisions. (At J. Sargeant Reynolds Community College, part-time instructors are contracted by the academic division through which the courses they teach are scheduled.) The raw data was tabulated by the College's Data Processing Center.

Three hundred and forty-six part-time faculty members were contracted by the College during the 1975 Fall Quarter and 254 (73.4%) responded with useable questionnaires. To better insure a significant number of responses, the instrument was developed to allow the majority of the questions to be answered with a minimum of difficulty. The respondents were instructed to provide as much information as possible and were encouraged to include additional comments as necessary and/or desirable.

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[9] See Appendix A

II. FINDINGS AND ANALYSIS OF DATA

The findings of the part-time faculty survey will be presented under three general categories: "Personal Characteristics," "Professional Characteristics," and "Administrative Support and Services." Among the factors investigated were:

(1) a description of the characteristics of the College's part-time faculty;

(2) whether the part-time instructors were generally satisfied with their association with J. Sargeant Reynolds Community College;

(3) the methods by which the part-time faculty members were introduced to, or were recruited by the College;

(4) whether the part-time instructors were employed elsewhere; if so, was their other employment in education or in a field related to the subject they were teaching;

(5) the primary reason(s) why the part-time instructors were teaching at J. Sargeant Reynolds Community College;

(6) whether the College was giving the part-time faculty adequate support and assistance;

(7) the extent to which part-time instructors were available to students for counseling and advising;

(8) whether the part-time faculty members wanted to become more involved in College and/or divisional activities.

The data will be reported in the form of tables and in each instance will be presented in relation to sex, race, and campus. It is felt that such a presentation will allow a more clear analysis of the variables involved.

The Modal Part-Time Instructor

If a composite of the characteristics which occurred most frequently in the survey could be drawn, the "modal" part-time instructor would be described as a white male, twenty-six to thirty years of age, with a Masters Degree and teaching experience. He would have other employment, not as a teacher, but in a field related to the subject for which he was contracted to teach. He enjoys his teaching experiences at J. Sargeant Reynolds Community College and is generally satisfied with all services and assistance provided to him. He claims to understand the College's policies and procedures for which he is responsible and indicates that he provides advising and counseling opportunities for his students. His main reasons for teaching at J. Sargeant Reynolds Community College are to obtain extra income and to maintain or increase his knowledge in his occupational field.

Personal Characteristics

Sex

Of the 254 part-time instructors who responded to the survey, 67.3% were male and 32.7% were female. Approximately ninety per cent of both the male and female instructors indicated that they were white; with white males (152) comprising 59.8% of the part-time faculty. Not every part-time instructor listed the campus on which he or she taught,[10] but data obtained from the 197 who did indicate that they were nearly evenly

[10] References to a particular campus include all classes scheduled by that campus regardless of where they were physically located. Both campuses conduct classes in a considerable number of community facilities and those facilities are considered to be a part of the campus which utilizes them.

divided between the campuses. Half (50.4%) of the males taught classes scheduled by the Downtown Campus while the remainder (49.6%) taught classes scheduled by the Parham Road Campus. Of the female instructors, 55.9% taught at Parham Road and 44.1% at the Downtown Campus. Table 2 represents the distribution of respondents by sex.

TABLE 2: DISTRIBUTION BY SEX

Sex	No.	%	White	Black	Other	Parham Road Campus	Downtown Campus
Male	171	67.3	152	19	0	64	65
Female	83	32.7	75	5	3	38	30
Total	254	100.0					

Race

As has been indicated, a large majority of the part-time faculty listed their race as white. Two hundred and twenty-seven of the two hundred and fifty-four respondents (89.4%) were white, twenty-four (9.4%) were black, and three (1.2%) listed their race as "other." Two-thirds of the white part-time instructors were male, as were nearly four-fifths of the black instructors. An analysis of the racial distribution on the campuses revealed that 90.2% (92) of the Parham Road Campus' 102 respondents were white, while 82 of the Downtown Campus' 95 respondents (86.3%) were white. A little over half of the white part-time instructors (52.9%) taught on the Parham Road Campus and the remaining 47.1% taught on the Downtown Campus. Blacks comprised only 9.4% of the part-time instructor force with a slight majority (12 of 21 respondents) teaching on the Downtown Campus. Table 3 illustrates the racial distribution of the respondents.

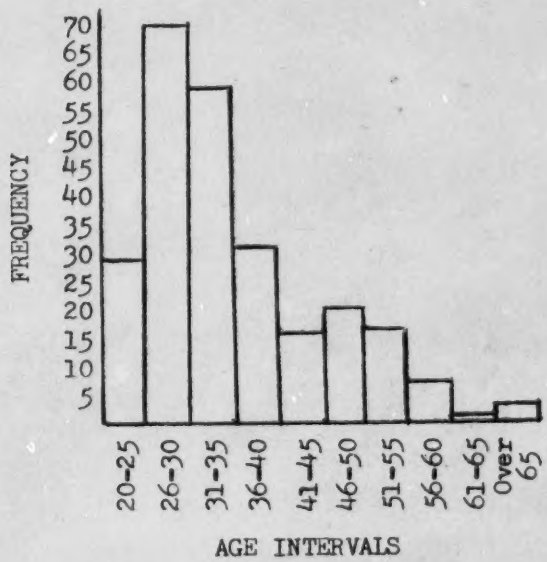
TABLE 3: DISTRIBUTION BY RACE

Race	No.	%	Male	Female	Parham Road Campus	Downtown Campus
White	227	89.4	152	75	92	82
Black	24	9.4	19	5	9	12
Other	3	1.2	0	3	1	1
Total	254	100.0				

Age

The survey requested that part-time instructors indicate their age by checking one of the five-year intervals provided. The intervals ranged from 20-25 years of age to over 65 years of age. Half of the respondents (127 of 254) indicated that they were between twenty-six and thirty-five years old. Twenty-nine respondents (11.4%) were twenty-five years old or less, while three (1.2%) stated that they were over sixty five. Figure 1 provides an illustration of the number of part-time instructors by age.

FIGURE 1: NUMBER OF PART-TIME INSTRUCTORS BY AGE



An analysis of the distribution of the ages of part-time instructors reveals that there is unanimity in the fact that in all segments of the observed distribution, more of the respondents are located in the 26-30 age interval than any other: 26.3% of the males; 28.9% of the females; 37.5% of the black instructors; 26.4% of the white instructors; 25.5% of those who teach at the Parham Road Campus; and 30.5% of those who teach at the Downtown Campus. The distribution of respondent's ages are listed in Table 4.

TABLE 4: DISTRIBUTION BY AGE

Age	No.	%	Male	Female	White	Black	Other	PRC	DTC
20-25	29	11.4	16	13	28	1	0	15	12
26-30	69	27.2	45	24	60	9	0	26	29
31-35	58	22.8	37	21	49	7	2	23	25
36-40	32	12.6	22	10	29	2	1	13	8
41-45	16	6.3	12	4	14	2	0	6	6
46-50	21	8.3	17	4	21	0	0	10	5
51-55	17	6.7	14	3	15	2	0	6	5
56-60	8	3.1	7	1	7	1	0	2	5
61-65	1	0.4	1	0	1	0	0	1	0
Over 65	3	1.2	0	3	3	0	0	0	0
Total	254	100.0	171	83	227	24	3	102	95

Professional Characteristics

Campus

Only 197 of the 254 respondents (77.6%) indicated by which campus they were contracted and even though this represents incomplete data, the results present some interesting observations. As can be determined from Table 5, the respondents are nearly evenly distributed on each campus.

TABLE 5: DISTRIBUTION BY CAMPUS

			Male		Female		White		Black		Other	
Campus	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Parham Road	102	51.8	64	49.6	38	55.9	92	52.9	9	42.9	1	50.0
Downtown	95	48.2	65	50.4	30	44.1	82	47.1	12	57.1	1	50.0
	197	100.0	129	100.0	68	100.0	174	100.0	21	100.0	2	100.0

Educational Background

Over half of the respondents indicated, in answer to the question, "What is the highest degree, diploma, or certificate you have received?" that they possessed a Master's Degree (52.8%) or higher (7.5% had earned Doctorates). At the other end of the continuum, five per cent stated that they had no degree. These thirteen individuals taught classes through the College's Offices of Continuing Education and were involved in such classes as Automotive Mechanics, Crafts, or some other special interest/ community service course.

In all categories, the Masters was the most often held degree: 61.4% of the females and 48.5% of the males had the degree, as did 54.2% of the black instructors and 52.0% of the white instructors. The Parham Road Campus logged slightly more instructors with Masters (53.9%) than did the Downtown Campus (47.4%), but the latter contracted more part-time instructors with Doctorates (12.6% as compared with 4.9%). Table 6 lists the highest degree, diploma, or certificate earned.

TABLE 6: HIGHEST DEGREE, DIPLOMA OR CERTIFICATE EARNED

Degree, Diploma or Certificate	No.	%	Male	Female	White	Black	PRC	DTC
Doctorate	19	7.5	17	2	18	1	5	12
Masters	134	52.8	83	51	118	13	55	45
Bachelors	88	34.7	60	28	78	10	35	33
Less Than Bachelors	13	5.0	11	2	13	0	7	5
Totals	254	100.0						

Teaching Experience

The survey contained three questions which related to the teaching experiences of the respondents. One inquired if the position at

J. Sargeant Reynolds Community College was the instructor's first teaching experience, the second sought to determine if the respondent was currently teaching, and if so, asked the third, on what level; elementary/secondary or post secondary?

Nearly two-thirds of the respondents stated that their employment with the College did not constitute their first teaching position. It appears that the female instructors had more teaching experience than did the males. Over four-fifths of the female respondents (87.9%) indicated that they had taught before, whereas only slightly more than half (55%) of the males so indicated. The full distribution appears in Table 7.

TABLE 7: TEACHING EXPERIENCE - FIRST JOB

Is present position the first teaching job?	No.	%	Male	Female	White	Black	PRC	DTC
Yes	92	36.2	77	15	86	6	36	39
No	162	63.8	94	68	141	18	66	56
	254	100.0						

It is of interest to note that a large majority of the respondents did not have other teaching positions when the survey was conducted. Only 25.2% (64) of those who returned their questionnaires stated that they were then teaching elsewhere. That number constitutes only 39.5% of those who profess to have had prior teaching positions. Table 8 presents that data.

TABLE 8: TEACHING EXPERIENCE - CURRENTLY TEACHING ELSEWHERE

Employed elsewhere as a teacher	No.	%	Male	Female	White	Black	PRC	DTC
Yes	64	25.2	35	29	56	8	30	26
No	190	74.8	136	54	174	16	72	69
	254	100.0						

Of those who stated that they were teaching elsewhere, 65.6% (42) indicated that they were teaching on the elementary/secondary level and 34.4% (22) listed the post secondary level. The reponses are displayed in Table 9.

TABLE 9: TEACHING LEVEL

Teaching Level	No.	%	Male	Female	White	Black	PRC	DTC
Post Secondary	22	34.4	14	8	19	3	6	10
Elementary/Secondary	42	65.6	21	21	37	5	24	16
	64	100.0						

Other Employment

In addition to learning of the teaching experiences of the part-time instructors, there was an interest in determining whether they were employed in other occupations and, if so, whether these occupations were related to the subject matter which they had been contracted to teach.

Concerning the question of whether the part-time instructors had employment other than their positions with J. Sargeant Reynolds Community College, the data presented in Table 10 indicates that 78.3% were engaged in additional employment. The table also reveals that the great majority of the male instructors (87.7%) are employed in other positions. Two-thirds of the female instructors (66.3%) were likewise employed.

TABLE 10: OTHER EMPLOYMENT

Employed in another position	No.	%	Male	Female	White	Black	PRC	DTC
Yes	199	78.3	150	49	178	21	79	78
No	55	21.7	21	34	49	3	23	17
	254	100.0						

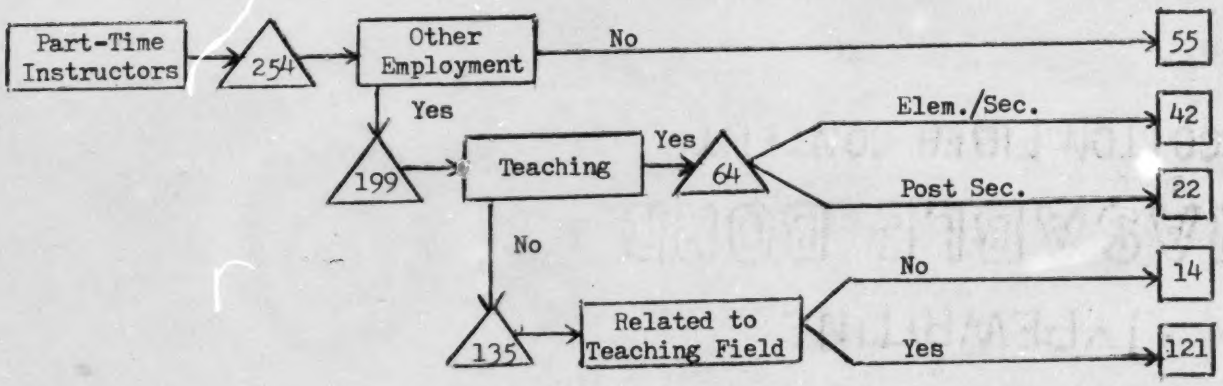
As was stated in Table 8, 64 part-time instructors listed their other employment as that of being a teacher. In Table 11 it can be seen that 121 of the remaining 135 instructors who were employed elsewhere, were employed in positions closely related to the field in which they taught. This represents 89.6% of those employed in non-teaching occupations.

TABLE 11: ADDITIONAL EMPLOYMENT RELATED TO TEACHING FIELD

Related Employment	No.	%	Male	Female	White	Black	PRC	DTC
Yes	121	89.6	105	16	111	10	43	48
No	14	10.4	10	4	11	3	7	6
	135	100.0						

Figure 2 provides a visual summary of the employment factors concerning the part-time instructors who responded to the survey.

FIGURE 2: SUMMARY OF EMPLOYMENT FACTORS



Reasons for Teaching

One purpose for conducting the survey was to determine the primary reasons why the part-time instructors taught at J. Sargeant Reynolds Community College. The instructors were asked to respond to eight designated

factors and were invited to provide additional reasons. Each participant could check as many factors as he or she wanted and the data presented in Table 12 reflects the total number of responses to each factor.

A desire for extra income was cited as a reason for teaching by most of the respondents (65.0%), with "feel as if doing something worthwhile" being mentioned almost as often (63.4%). Several respondents (5) expressed the hope that their part-time position would lead to a full-time one, and four indicated that a major portion of their family's income was derived from their part-time teaching position. Table 12 shows the total distribution.

TABLE 12: REASONS FOR TEACHING

Reasons for Teaching	No.	%
Extra income	165	65.0
Feel as if doing something worthwhile	161	63.4
Enjoy contact with the persons that teaching provides	151	59.4
Helps to maintain or increase knowledge in the discipline	133	52.4
Earn teaching experience	116	45.7
Stimulating atmosphere	80	31.5
Working hours desirable	64	25.2
Hope to obtain full-time employment	5	2.0
Total or major portion of family income	4	1.6
Other	32	12.6

The responses listed as "Other" in Table 12 include"

"To offer a course in a specialized field for which there is no other formal education available."
"To see what teaching on the college level is like."
"This is the profession I have chosen and it is the first opportunity (outside of teaching in the military) to get experience."
"The industry needs trained people."
"Enjoy teaching."
"Exposure to Higher Education while pursuing graduate work."
"Extension of my ministry."
"Enjoy sharing experiences and head to head contact with students stimulates my feeling of accomplishment and learning."
"A possible part-time job after retirement in 1981."

"I feel the community college system is an excellent system of education for all people."
"To keep in teaching."
"Helps to finance graduate school."
"Want to help student gain knowledge of business from practical point-of-view. Feel they need help from those of us who are concerned about education."
"Let students know more about corrections."
"Rewarding experience."
"After 15 years full-time in education - I want to keep up my contact with the field of education."
"I would like to give up my other teaching position and work for J.S.R.C.C."
"I enjoy getting back to teaching."
"It is my job and I enjoy it and work hard at it."
"Have always wanted to teach on the College level."
"People in field need an appreciation of the subject."
"Help others obtain what I have without a major college degree."
"Consider the subject I taught to be of crucial importance."
"Appreciate the respect and confidence shown by administration."
"Furthering industry of my vocation."
"Love teaching and my chosen field."
"Normally, extra income would be a primary reason, since I am currently not employed elsewhere, the income is great."
"Community service and civic responsibility."

Availability to the College

Each of the part-time instructors were querried to ascertain if they would like to attend faculty meetings once a quarter. The respondents were nearly evenly divided on the matter. This condition prevailed whether the analysis concerned total respondents or compared males and females, white instructors and black instructors, or those who taught on the Parham Road Campus with those who taught on the Downtown Campus. Table 13 illustrates the situation.

TABLE 13: PREFERENCE FOR ATTENDING FACULTY MEETINGS

Desire to attend faculty meetings	No.	%	Male	Female	White	Black	PRC	DTC
Yes	116	45.7	79	37	101	15	50	48
No	108	42.5	72	36	99	7	37	39
No answer	30	11.8	20	10	22	2	15	8
	254	100.0						

The questionnaire also requested that those who responded "Yes" indicate when they would prefer the faculty meetings to be scheduled. It should be noted that some respondents listed multiple preferences while others mentioned none. According to those who responded, the most favored times for faculty meetings would be during the evening hours, at the beginning of each quarter. Table 14 lists the instructors' preferences.

TABLE 14: PREFERRED TIMES FOR FACULTY MEETINGS

Preferred times for faculty meetings	No.
Evenings	43
Afternoons/late afternoon	14
Mornings	6
Saturdays/weekends	4
Beginning of the quarter	10
After the quarter is in progress	2
Mid-quarter	3
End of the quarter	1
Between quarters	1
Whenever needed	8

Some examples of specific replies are listed below:

"Subject to Chairman's wishes."
"At a time that is suitable to majority."
"Once a year, on divisional, not overall faculty, level."
"Only in regard to curricular matters and textbook selection."
"Please -- no more meetings."

Accessibility to Students

An important question to be answered by the survey was the extent to which part-time instructors were providing counseling and advising opportunities for their students. According to the respondents, seventy-four per cent of them did offer some degree of counseling and advisement. A variety of reasons were expressed by the 21.3% who stated they did not. Among them were: no adequate location to meet with students (2.8%), students had time problems (2.8%), and instructors had time problems (2.8%). Another 7.5% expressed a combination of the above difficulties. Table 15 provides a distribution of the data.

TABLE 15: PROVIDE COUNSELING OR ADVISING TO STUDENTS

Provide counseling or advising	No.	%	Male	Female	White	Black	PRC	DTC
Yes	188	74.0	130	58	168	16	77	66
No	54	21.3	33	21	48	6	21	22
No answer	12	4.7	8	4	11	2	4	7
	254	100.0						

Many of the comments written by the respondents expressed some important viewpoints.

Some comments of instructors who provided counseling or advising to students:

"Generally, yes. In some cases no, because students are so ill-prepared that virtually a regular tutoring session would be necessary and neither they nor I have time for that."
"Limited to before and after class."
"Only before or after class."
"I come early but some students cannot. I confer over coffee in the lounge, . . ."
"I encourage students to discuss problems with me either after class or via telephone."

Some comments of instructors who did not provide counseling and advising to students:

"Meter parking makes regular office hours and student conferences difficult to arrange."
"Students who need counseling do not make provisions for it."
"My regular job is somewhat prohibitive, timewise."
"Most students work and are not available for counseling."
"Time is a problem . . . ."
"Offer made, but no requests made by any students."
"Space problems -- a remedy would be to provide a few offices that any adjunct faculty could use."
"Difficulty of helping others except before or after class. In other words, problems which arise other than at class meetings are difficult because of other job and difficulty in getting together."
"There is no adequate location to meet with students at night."
"Students wait too late before seeking help, working and going to school can prove to be too much for some, but they wait too long to seek help."
"I am not available any days."
"No problem with day students; time is a problem with evening classes."
"Extra help for students in night classes is limited by both my daytime job and students' daytime commitments; I don't know, however, how this problem could be remedied. (I have no specific problem along this line; I am referring to a general problem.)"

An additional discovery found in the instructors' comments was the fact that there were at least five respondents who claimed that there were no known academic problems among their students.

Additional comments:

"No academic problems arose."
"Have not found that counseling was necessary for any of my students."
"Students do not express interest in help for academic problems."
"There has not been a need for counseling sessions."
"Has not been necessary."

As is the case with almost any situation, there is usually at least one unique element present. One might consider such an element to be a comment by one instructor who indicated no problem with having students available for counseling because, "My students are all convicted felons and reside in the State Penitentiary."

Administrative Support and Services

The success of an instructional program depends as much upon the administrative support and services provided to the faculty as it does upon the faculty itself. It is incumbent, therefore, for an institution to be aware of how well, and to what degree, it is providing such services and support. The part-time faculty survey furnished insights into several of these areas. The segments of the questionnaire concerned with administrative matters sought information on part-time faculty recruitment and orientation, respondent perception of instructional and personal services and support, as well as indications of part-time instructors' attitudes and self concepts.

Recruitment

Effective recruitment of part-time faculty members is of great importance and a knowledge of how such instructors learn of, or are informed of, available teaching positions is of benefit. Nearly two-thirds (65.0%) of the respondents indicated that they became employed by the College as a result of direct personal contact; initiated either by themselves (33.1%) or by the College (31.9%). Acquaintances, employees of the College and/or friends of the instructors, were the sources of information for forty-three of the respondents (16.9%), and another

fourteen (5.5%) were informed by notices sent to their employers. Among the 32 instructors who mentioned that they were contacted through "other" channels, 8 were recommended by the local chapter of the American Institute of Banking. Table 16 lists the major methods by which part-time instructors were recruited and Table 17 displays the distribution of responses.

TABLE 16: METHODS BY WHICH PART-TIME INSTRUCTORS WERE RECRUITED

Methods of recruiting part-time instructors	No.	%
Instructor contacted College	84	33.1
College contacted instructor	81	31.9
Acquaintance contacted instructor	43	16.9
College contacted employer	14	5.5
Other	32	12.6
	254	100.0

TABLE 17: DISTRIBUTION OF RESPONSES CONCERNING PART-TIME INSTRUCTOR RECRUITMENT METHODS

Method of recruiting part-time instructors	Male	Female	White	Black	PRC	ETC
Instructor contacted College	57	27	76	6	35	27
College contacted instructor	55	26	74	7	35	27
Acquaintance contacted instructor	27	16	35	7	16	21
College contacted employer	10	4	14	0	6	6
Other	21	11	28	4	10	13

Specific comments offered by some of the respondents illustrate that part-time instructors became introduced to J. Sargeant Reynolds Community College in a variety of ways.

> "I wrote the College inquiring about full-time positions."
> "Inquiry made to Principal."
> "Noticed announcement on bulletin board at the office."
> "Previous teacher told me of the position."
> "The placement service at Virginia State College informed me that J.S.R.C.C. was interviewing prospective teachers."
> "As a result of substituting for an instructor."
> "An acquaintance, who was employed by the College, told me about the position."

"The College contacted me about the position."
"First teaching job at R.P.I., then V.C.U., and now J.S.R.C.C."
"J.S.R.C.C. contacted teacher placement at Univ. of Richmond."
"I contacted the College myself."
"I was teaching at the Penitentiary and was asked to teach one of the first Reynolds classes offered there."
"Referred by professor at M.C.V."
"On bulletin board at V.C.U."
"I called the College to propose incorporation of the course into the curriculum."

Orientation

A large majority (81.1%) of the part-time instructors indicated that they felt that the part-time faculty orientation meetings provided them with the information they needed to perform their duties. This opinion appeared to prevail in every category. Table 18 illustrates their responses.

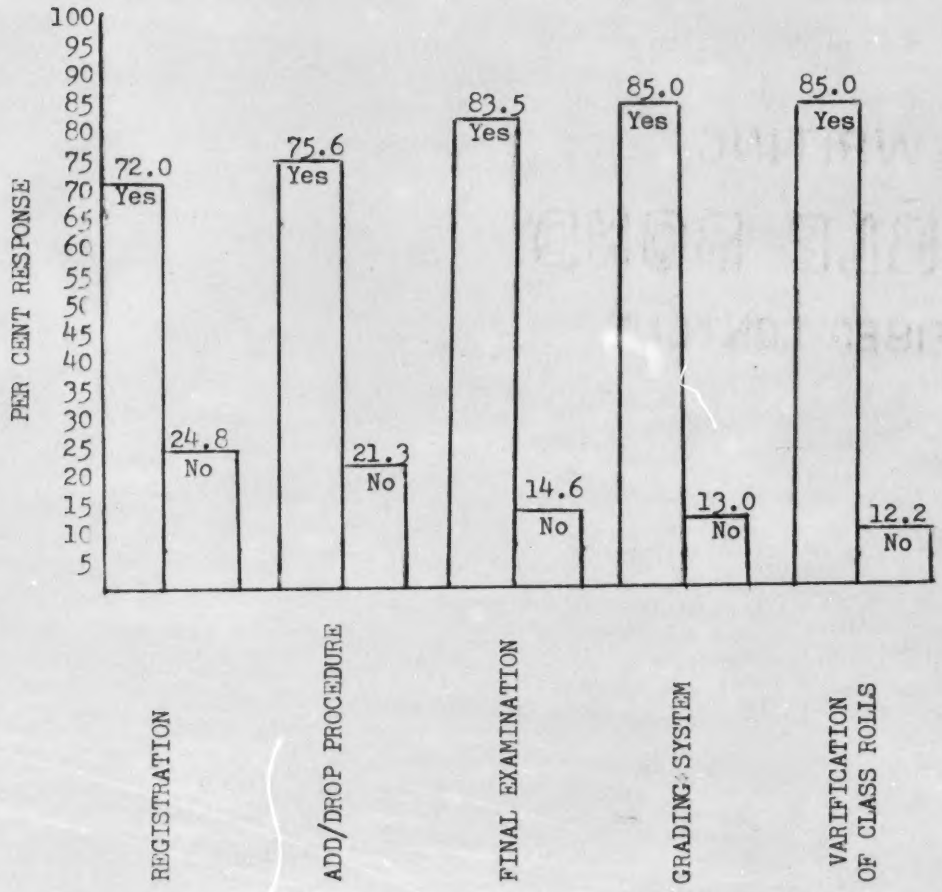
TABLE 18: DISTRIBUTION OF RESPONSES CONCERNING PART-TIME FACULTY ORIENTATION

Received adequate orientation	No.	%	Male	Female	White	Black	PRC	DTC
Yes	206	81.1	135	71	187	18	87	74
No	28	11.0	19	9	23	4	7	14
No answer	20	7.9	17	3	17	2	8	7
	254	100.0						

Responses to a companion question, "Have you received clearly delineated information concerning: Registration; Student add/drop procedures; Final examinations; Grading system including the W grade; and Procedures for verification of class rolls," substantiate the data displayed in Table 18. Without discernible differences in any major category, the majority of the respondents indicated that they had a clear understanding of each procedure. Figure 3 offers a visual presentation of the responses. As can be observed from the relatively high percentage of "No"

responses (12.2% to 24.8%), despite the fact that most instructors indicated that they understood the procedures, a considerable portion of them were confused about one or more.

FIGURE 3: PER CENT OF RESPONDENTS WHO INDICATED A CLEAR UNDERSTANDING OF SELECTED ADMINISTRATIVE PROCEDURES*



* (Respondents who did not answer these questions are not included, therefore, percentage totals do not equal 100.0%.)

Many of the specific comments offered some suggestions for improving the orientation procedures and indicated some of the areas of confusion.

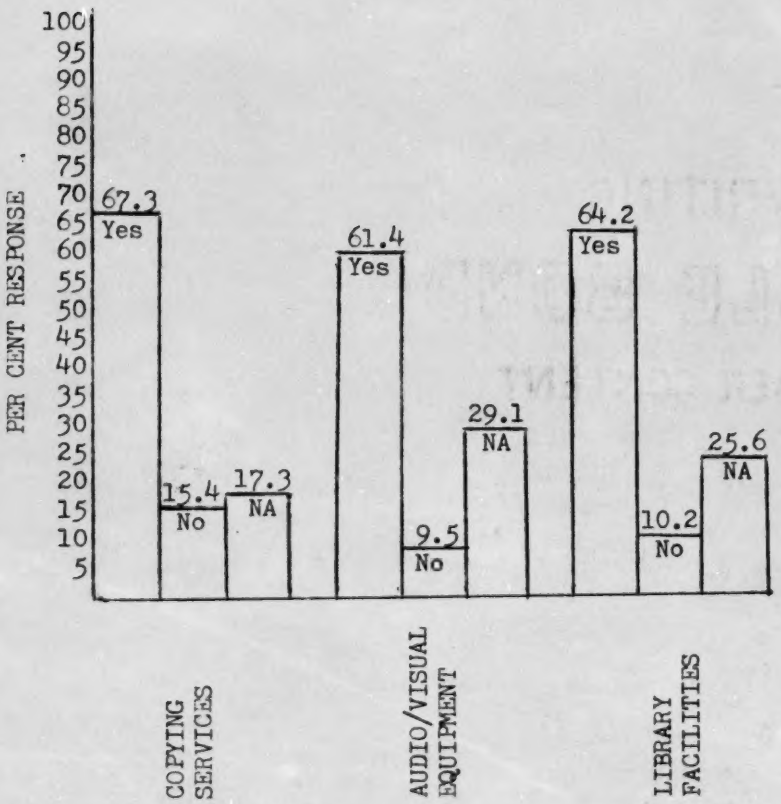
"Need more information on where to get grade books, and other basic locations of spots on campus."
"Would have appreciated additional information on the different curriculums to help with student questions."
"Insufficient information concerning attendance, breaks, grades, etc."
"The orientation program seemed geared for returning adjunct teachers."
"Need more information concerning the policy of handling attendance problems, administrative withdrawals."
"What would be more valuable to me would be input (discussion) on various methods of approaches to specific teaching problems. Discussion with an experienced person is helpful."
"More administrative information in order to answer student questions without always having to refer them to someone else."
"I would like to hear about specific goals for the course I teach. I have my own and would like to compare them with others."
"I felt much extra and unnecessary general information was given. Time would have been better spent talking to department chairmen."
"Attendance and grading procedures should have been emphasized more. As a new employee, I did not know what to expect after the orientation. The handout given to instructors during orientation was well prepared and helpful."

Instructional Services and Support

Most of the part-time instructors stated that they were generally satisfied with the several segments of instructional services and support listed on the survey. Over two-thirds (67.3%), for instance, indicated that copying services (Xerox, ditto, mimeograph, etc.) were adequate, while 61.4% expressed satisfaction with the College's library facilities. The picture presented by the data is somewhat clouded by the fact that large numbers of instructors failed to respond to this portion of the

questionnaire. Figure 4 is a graphic representation of the data and shows that from 17.3% to 29.1% failed to check any category.

FIGURE 4: PER CENT OF RESPONDENTS WHO EXPRESSED SATISFACTION WITH SELECTED ADMINISTRATION SERVICES



A final question dealing with instructional services and support asked, "Has the program head for your teaching area assisted you as much as you have deemed necessary?" There was near unanimity among the respondents as 95.3% stated that they were pleased with the assistance and guidance they received from their program heads.

Personal Services

The survey contained a question which was concerned with two important personal services; one asked about contracts, the other about paychecks.

Over ninety-five per cent (95.7%) expressed satisfaction with the way in which their contracts were processed. Of the eight who felt otherwise, one commented that lost tax cards resulted in a delay in processing, while two others lamented the fact that part-time contracts were valid only if there was sufficient student enrollment. This results in "many disappointments," stated one respondent who added, "I believe, however, that the administration cannot control such enrollment fluctuations and must of necessity transfer the filled classes to full-time faculty."

Many respondents displayed neither the same degree of satisfaction nor understanding when commenting on the manner in which their paychecks were processed. Although 60.6% indicated that they were experiending no major problems, the topic solicited the most individual comments of any other segment of the survey. In general, those who expressed the most displeasure appeared to be female, black, and contracted at the Parham Road Campus. More than 25% of the female instructors (as opposed to 12.9% of the males) stated that they were dissatisfied, as did 20.8% of the black instructors (compared to 15.9% of the white part-time faculty members) and 19.6% of those teaching on the Parham Road Campus. Less than twelve per cent (11.6%) of the respondents contracted by the Downtown Campus answered "No." Table 19 presents the distribution of the data.

TABLE 19: DISTRIBUTION OF DATA RELATED TO SATISFACTION WITH PROCESSING OF PART-TIME INSTRUCTORS' PAYCHECKS

Paychecks Adequately Processed	No.	%	Male	Female	White	Black	PRC	DTC
Yes	154	60.6	109	45	139	14	54	59
No	53	16.9	22	21	36	5	20	11
No answer	57	22.5	40	17	52	5	28	25
	254	100.0						

As interesting as the statistical data may be, the voluntary explanations of the respondents are much more revealing. Eighteen mentioned that their paychecks were received late on at least one occasion. Another repeated comment concerned the fact that there were some part-time instructors who would have preferred to receive paychecks monthly rather than at the end of the quarter. Some specific comments are listed below.

> "Checks should be available when grades are turned in."
> "I would like to be paid monthly."
> "It would be a thoughtful convenience for the payroll dept. to mail paychecks automatically or deposit them automatically."
> "More definite information on when and how much you are to receive would be really helpful."
> "I feel adjunct faculty should be paid some portion of salary approximately halfway through the quarter."
> "I suggest a different pay schedule as this one works a real hardship, financially, on some of us."

In addition to comments of how paychecks are processed, several respondents discussed other salary-related issues.

> "The compensation is quite low and has increased only a few dollars in the past 3 years. A professional attitude is expected and indeed the students need this but a less-than-professional compensation is offered to adjunct faculty."
> "Some type of increase in salary on occasion, for part-time faculty and leveling of pay scales somewhat more equitably, generally."
> ". . . considering the relative freedom of time which we adjunct members enjoy, we are probably adequately compensated both in money and status."

Additional Comments

Each respondent was encouraged to provide additional comments which might assist in improving the College's service to and use of part-time instructors. Many did offer comments and some are repeated below.

Classrolls

"Procedures for verification of classrolls and for permit slips very difficult for adjunct faculty and part-time students who are not normally on campus during the day."

Withdrawal Policy

"There should be some school policy concerning the number of absences allowed and this information should be given to both student and instructor in all classes. Additionally, there should be some system for notifying instructors of those who have withdrawn from a course as soon as that person withdraws."

"To me, there is no reason for having the Ad. W. grade - if a student does not withdraw himself by the specified date, he should receive an F. Certainly, students should be responsible for officially withdrawing from a course. The Ad. W. grade has always been confusing and, to me, deserves no place in the grading system."

Attendance Policy

"It would be helpful to me if there was a firm attendance policy."

"More definite guidelines should be established by the administration regarding attendance and withdrawals."

"Recommend the College establish a uniform college-wide attendance policy . . . and not leave this to individual instructors."

Salary Schedule

"My motivation would be increased if I were paid once a month or twice during the quarter. It's too long to wait for a check!"

"Adjunct faculty members should at least be paid during the mid-portion of summer school. Borrowing money during the summer while waiting to be paid in September is definitely an inconvenience."

General Comments

"In all, this has been a most rewarding opportunity. This is my first exposure to the community college concept. It is additionally rewarding to see students making a more goal oriented investment in their evaluation of real life responsibilities."
"I have thoroughly enjoyed teaching at J.S.R.C.C. The administration and other faculty have been very helpful and friendly and considerate."
"I have been well pleased with the position at J. Sargeant Reynolds Community College and felt that I received a big benefit along with benefiting those I have taught."

Recommendations for the improvement of part-time instructor participation and/or instructional effectiveness

Many thoughtful and valuable comments were made concerning the respondents' recommendations and suggestions on how they might become more active participants in the College's instructional program and how the College might assist them to better perform their responsibilities as teachers. A major purpose of the survey was to obtain such information and insights, and the part-time instructors' replies and comments warrant attention.

Increase contact with full-time faculty

"Should provide adjunct faculty opportunity to relate to full-time faculty and staff. This would probably create a more definite, detailed and/or delineated working group. It is not stated that full-time and part-time faculties need to be in constant communication, only that there be more periodic meetings."
"Divisional faculty meetings each quarter would be helpful to assure that both day and night classes are teaching the same criteria."
"We . . . have little if any voice in policy decisions, text selection, department policies, etc., which we are expected to support. There is often little opportunity for contact with other professions in the department, which results in the (part-time) instructor being largely unable to discuss problems, teaching techniques and resources, and other professional concerns with others from whom we might learn and with whom we might share concerns and experiences."

"One suggestion that might improve the interaction of full-time and part-time faculty is to provide the minutes of divisional meetings to the part-time faculty."
"Main difficulty sensed is problem of little face-to-face contact with division's regular faculty when I teach only at night and they are not available. Since I work full days elsewhere, I can't suggest an immediate way out of this. I use the telephone, but that is second best."

Provide office space and facilities

"A door key to office facilities would be extremely useful and time saving."
"A common room for part-time faculty is very necessary. This will allow for counseling and after class help for students."
"Can an area be provided for some of us to use where we can prepare lessons, grade papers, smoke, and drink coffee?"
"Instructors should be required to keep, and be paid for, office hours. Even one hour per week per course could help."

Improve communications

"Memos do not always make clear to whom and to what address to return items via U.S. Mail."
"I feel generally the lines of communcation between adjunct faculty and (the College) need to be more fully developed. Many part-time people seem to be confused as to policies and procedures, consequently, some misinterpretations occur."

Increase information on policies and procedures

"I feel that I would be a more effective teacher relative to counseling if I had more information about the college curriculum -- perhaps issuing a catalog to new faculty members would be helpful."
"Provide every adjunct faculty member with a quarterly calendar indicating specific things such as beginning of the quarter, end of the quarter, holidays on which the school will be closed, the last day a class can be added or dropped, and registration dates for the next quarter."

III. CONCLUSIONS AND DISCUSSION

Part-time instructors play a significant role in the instructional programs of many institutions of higher education throughout the United States and the situation is certainly true at J. Sargeant Reynolds Community College. The extent to which part-time instructors are involved is illustrated by the fact that of a total of 517 faculty members contracted in the 1975 Fall Quarter, 346 (66.9%) were employed on a part-time basis. During that Quarter, the College surveyed its part-time instructors. Two hundred and fifty-four of them returned useable questionnaires. The fact that such a large portion of the part-time faculty (73.4%) responded may possibly be an indication that most of them had a high regard for the College, felt that they are a part of it, and wanted to assist in the success of its efforts.

Even a cursory examination of the data furnished by the survey reveals that there are no real differences between the faculties contracted by the College's two campuses. The majority of instructors on both campuses are male (62.7% at Parham Road and 68.4% at Downtown), white (90.2% at the former, 86.3% at the latter), and between the ages of 26 and 30 years of age. Even the total number of respondents was nearly equally divided; 102 from Parham Road and 95 from Downtown. No significant differences between campuses, statistically or otherwise, was noted in any category.

The survey revealed that there were over twice as many male instructors as there were female (171-83). A possible explanation for this is the large numbers of business and occupational/technical classes which are taught by part-time instructors. Nearly every Engineering and

Engineering Technology, Accounting, and Business Management course, for instance, is taught be a male instructor.

The racial composition of the part-time faculty suggests that black instructors are under-represented. Twenty-eight per cent of the population of the J. Sargeant Reynolds Community College service area is black, as is 19% of the College's full-time faculty.[11] A more conscious effort to contract black instructors might be in order.

It appears that the part-time and full-time faculties are similar in age composition. Approximately half of the latter is 32 years of age or younger, while 61.4% of the former were less than 36 years old. Fourteen per cent of the full-time instructors were 50 years of age or older, compared with 11.4% of those contracted on a part-time basis.

A comparison of the educational backgrounds of the two faculties indicates that the full-time instructors have more formal education than do the part-time. The comparison can easily be viewed in Table 20.

TABLE 20: COMPARISON OF HIGHEST DEGREE EARNED - FULL-TIME vs. PART-TIME FACULTY

Highest Degree Earned	Percentage Full-time	Percentage Part-time
Doctorate	16%	7.5%
Masters	74%	52.8%
Bachelors	9%*	34.7%
Less than Bachelors	1%*	5.0%

(*"All those with less than a masters degree either held professional licenses or had very specialized training related to a technical field." "J. Sargeant Reynolds Community College Master Plan." p. 7)

[11] All references to data concerning the College's service area and full-time faculty have been quoted from the "J. Sargeant Reynolds Community College Master Plan," December, 1975; prepared by Beverly Allan, Director of Educational Planning and Research.

Considering the wide array of courses taught by part-time instructors it would be expected that many of them would have less formal education than would full-time faculty members. A large number of them teach highly specialized occupational or technical skills for which the prerequisite is experience and expertise, while others teach various special interest classes. It is extremely difficult to find degreed automotive mechanics or a Fire Science instructor with a masters or doctorate degree. All part-time instructors fully meet, or exceed, the minimum educational requirements established by the Virginia Community College System and the Southern Association of Colleges and Schools. It would appear from the data collected in the survey that, in terms of academic qualifications, part-time instructors in no way vitiate the instructional program of J. Sargeant Reynolds Community College.

Nearly two-thirds (63.8%) of the respondents indicated that they had had teaching experience prior to their employment as part-time instructors with J. Sargeant Reynolds Community College. One omission of the survey was to solicit specific information as to whether this experience was in a formal education, an occupational, an avocational, or a military setting, and to determine if the teaching had been done on a full-time or part-time basis. No assumption will be made as to whether the respondents interpreted the question to relate to teaching on a formal educational level. What will be assumed is that in view of their replies, most part-time instructors bring to the classroom some experiences and knowledges of teaching techniques and methods. This contention should not overlook the fact that over a third of the instructors do not possess such experiences and knowledges. It would seem prudent for the College to establish an on-going in-service program for part-time instructors as well

as include them in all faculty development activities.

A large majority (78.3%) of the part-time faculty members who returned the questionnaires signified that they were employed in other jobs; 25.2% of them in teaching and another 47.6% in occupations closely related to their teaching field. This data tends to support the opinion that the employment of the respondents brings potentially beneficial knowledges and skills to the College's instructional program. Of course, it is reasonable to suggest that the respondents who stated that their jobs were not related to their teaching field (5.5%), as well as those who marked that they were not employed (21.7%), also possess knowledges and skills of value to students.

The results of the survey do not show that a large number of part-time instructors consider their positions with the College to be their major source of employment. In fact, only 4 asserted that the salaries they received from the College represented the total or major portion of the family income. Most mentioned that they taught because they felt as if they were "doing something worthwhile," because they enjoyed the "contact with other persons," to "help maintain or increase their knowledge in the discipline," to "earn teaching experience," or to obtain "extra income." While it is reassuring to know that the majority of the instructors are teaching for reasons other than purely financial, it would be a mistake to underestimate the importance of such concerns. Specific comments on pay procedures and salary rates exceeded all others and indicated that the matter was of more than a passing concern.

The accessibility of part-time instructors to the College and the availability for them to meet with and counsel students are pressing issues, nationwide. The survey revealed that it is no less a problem at

J. Sargeant Reynolds Community College. Less than half (45.7%) of the respondents indicated that they would be interested in attending divisional meetings. This probably indicates that they are mainly interested in the specific course(s) they teach and consider "college business" to be a full-time faculty matter. Some mentioned that they would be interested in attending divisional meetings only if the sessions had a direct bearing on them and the classes they taught. It could be interpreted that they were more interested in receiving information than they were in participation.

Almost three quarters of the respondents (74%) claimed to have provided counseling or advising opportunities to their students. The extent and degree to which these opportunities were offered and the offers accepted by the students is unknown. Judging from the many specific comments on the matter, it could be deduced that such counseling and advising actually occurs only on a fairly limited scale. Some of those who stated that they did provide for counseling or assisting commented that no students had taken advantage of the offer. Several suggestions were offered in regards to this matter and ranged from requesting that a room or office be reserved for part-time instructors to insuring that all students have an opportunity to meet with one of the College's regular counselors at least once each quarter. The replies of the instructors indicated that the matter was one of great concern for many of them.

The recruiting methods by which the College acquires part-time instructors appear to be wide reaching and to encompass many areas. The survey demonstrated that contacts have been made with many of the area's public, private, and educational sectors and that the College has been responsive to personal requests and recommendations. One area to which some attention might be needed is an increased effort to contact employers

for black instructors. The data indicated that none of the black respondents were contracted as a result of the College contacting their employers. Increased activity in this area might also serve to increase the percentage of black instructors on the part-time faculty.

Most respondents seemed satisfied that they had received adequate information during the part-time faculty orientation sessions, although many expressed a desire for further clarification of several of the College's policies and procedures; specifically grading, withdrawal, and attendance. The College has been aware of these concerns and has, and is, designing measures which will minimize confusion and establish more uniform procedures.

There was general agreement that the instructional services and support which the College was providing to the part-time instructors was adequate and satisfactory. Some concern was expressed over the difficulty some instructors had in getting material Xeroxed and copied. This problem is usually resolved if duplication requests are submitted to the divisional offices in advance. The part-time instructors were nearly unanimous in their agreement that program and division heads had offered adequate assistance.

Questions concerning personal services raised many voluntary comments, especially about pay procedures and salary rates. There was little discussion about contracts, other than mention of the undesirable, but unavoidable, fact that part-time instructors often do not know until classes begin whether they actually have a job. The majority of responses were about late paychecks and being paid only once per quarter. The former situation has, for the most part, been rectified. The latter poses a more difficult problem.

The fact that part-time faculty payrolls are not submitted until after it is known which classes will actually be taught by part-time instructors, such time being after the quarter has begun, makes it difficult for the proper processing to occur in time for early paychecks to be distributed. Further complications include the facts that many part-time faculty members are added to the payroll at the "last minute," that part-time faculties change from quarter-to-quarter, and the delay with which some part-time instructors submit signed contracts, tax cards, transcripts, etc. Suggestions that pay periods occur at least twice per quarter should be thoroughly investigated, however.

The conduct of the part-time faculty survey has proved to be a valuable experience for J. Sargeant Reynolds Community College. It has provided the College with its first full-scale view of the individuals who teach large segments of its student population, and has afforded a better understanding and knowledge of the total instructional staff.

The survey has shown that the part-time instructors are academically and experientially prepared to teach the classes for which they are contracted; they possess the knowledges, skills, and credentials required by the College, the Virginia Community College System, and the Southern Association of Colleges and Schools.

Concerns about the inaccessibility and unavailability of part-time instructors to the College and its students appear to have some merit, and suggestions to provide office space for part-time faculty and to provide increased counseling opportunities for part-time students are useful and should be given serious consideration.

The data provided by the questionnaire illuminated which of the College's policies and procedures were most confusing to part-time

instructors and supplied the knowledge that the support and services being offered by the College has been considered to be adequate and satisfactory.

The survey proved to be a vehicle through which the concerns, attitudes, opinions, and suggestions of part-time faculty members could be communicated and served to provide an opportunity for them to become involved and share in the College's efforts to improve its instructional program.

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APPENDIX

A. Adjunct Faculty Survey, 1976 Fall Quarter

B. Proposed Part-time Instructors Survey

ADJUNCT FACULTY SURVEY

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

1. Indicate quarters and campus(es) to which course(s) were (are) assigned that you have taught and/or are teaching. Check appropriate places* and times.

Parham	____ F 74	____ W 75	____ S 75	____ SS 75	____ F 75
Downtown	____ F 72	____ W 73	____ S 73	____ SS 73	____ F 73
	____ W 74	____ S 74	____ SS 74	____ F 74	____ W 75
	____ S 75	____ SS 75	____ F 75		

* Location refers to the location of the office issuing your contract (the division or continuing education office). If more than one location during any one quarter, indicate both locations.

2. Sex: ( ) M ( ) F

3. Race: ( ) Black ( ) White ( ) Other

4. Age: ( ) 20-25 ( ) 26-30 ( ) 31-35 ( ) 36-40 ( ) 41-45
( ) 46-50 ( ) 51-55 ( ) 56-60 ( ) 61-65 ( ) Over 65

5. a. What is the highest degree, diploma, or certificate you have received? _____

b. Where was this degree, diploma or certificate earned? _____

6. Is your position at J.S.R.C.C. the first teaching job you have held? ( ) yes ( ) no

7. How did you initially find out about the availability of your first teaching position at the college? Check the appropriate answer.

( ) I called(or wrote)the college to see if any adjunct positions were available.

( ) Someone at the college contacted me directly about the position.

( ) An acquaintance, who is employed by the college, told me about the position and I called(or wrote) the college about the position.

( ) Someone at the college contacted my place of business to see if any company (or institutional) employees would be interested in teaching.

( ) Other -- Explain _____
_____

8. Are you presently employed in a position other than your adjunct position at J. Sargeant Reynolds Community College? ( ) yes ( ) no

If the answer to question 8 is yes, please answer question 9; otherwise, go to question 10.

9. Is your other position one where you are teaching? ( ) yes ( ) no
a. If answer is yes, check one of the following:
Level of teaching: ( ) post-secondary ( ) elementary or secondary

b. If answer is no, check one of the following:
( ) position is closely related to the field in which I am teaching.
( ) position is NOT closely related to the field in which I am teaching.

10. Have you generally enjoyed your teaching at J.S.R.C.C.? ( ) yes ( ) no

11. What is (are) your primary reason(s) for teaching at J.S.R.C.C.? You may check more than one answer.
( ) Extra income
( ) Total or major portion of family income from adjunct salary
( ) Earn teaching experience
( ) Working hours desirable
( ) Stimulating atmosphere
( ) Feel as if doing something worthwhile
( ) Enjoy contact with the persons that teaching provides
( ) Helps to maintain or increase my knowledge in the discipline
( ) Other _____

12. Did your adjunct faculty orientation meeting(s) provide you with the information you needed to perform your duties? ( ) yes ( ) no

If no, what information have you needed that was not provided? _____
_____

13. Did your adjunct faculty orientation meeting(s) help you to feel as if you are an important contributor to the J.S.R.C.C. educational program? ( ) yes ( ) no

14. Has the program head for your teaching area assisted you as much as you have deemed necessary? ( ) yes ( ) no

If no, what help have you needed that you did not receive? _____
_____

15. Are you able to make provisions for counseling or assisting students who are having academic problems in your class(es)? ( ) yes ( ) no

If answer is no, check appropriate item(s) below.
( ) There is no adequate location to meet with students.
( ) I do not have time to meet with students before or after class.
( ) Students do not have time to meet with me before or after class.
( ) Other. Specify _____
_____

16. Have you received clearly delineated information concerning:
Registration ( ) yes ( ) no
Student add/drop procedures ( ) yes ( ) no
Final examinations ( ) yes ( ) no
Grading system including the W grade ( ) yes ( ) no
Procedures for verification of class rolls ( ) yes ( ) no

17. Would you like to attend divisional faculty meetings once a quarter? ( ) yes ( ) no
If answer is yes, when would you like them scheduled? _____

18. Have the following services been satisfactory in relation to your needs?
Copying (Xerox, ditto, etc.) ( ) yes ( ) no
Audio-visual equipment ( ) yes ( ) no
Library facilities ( ) yes ( ) no

19. Have the following personnel matters been adequately processed for you?
Contract ( ) yes ( ) no
Paychecks ( ) yes ( ) no
If you answered no in either place, please explain the problem _____
_____.

20. Please make any comments on the back of this sheet which might further explain your answers to any of the above questions or which you believe would improve the college's adjunct faculty program.

J. SARGEANT REYNOLDS COMMUNITY COLLEGE

PART-TIME INSTRUCTORS SURVEY

1. Please indicate the campus through which you were contracted.

   ( ) Parham Road ( ) Downtown

2. Is/are the course(s) you teach related to:

   ( ) College transfer ( ) Developmental Studies
   ( ) Occupational/Technical ( ) Special Interest

3. Sex: ( ) Male ( ) Female

4. Race: ( ) Black ( ) White ( ) Other

5. Age: _____

6. What is the highest degree you have earned?

   ( ) No degree ( ) Bachelors ( ) Masters ( ) Doctorate

7. Where was this degree earned? _____

8. What professional certification or license do you hold? _____

9. Is your position with J.S.R.C. your first teaching experience?

   ( ) Yes ( ) No

10. If not, in what setting ( ) was/is ( ) your other teaching experience?

    ( ) Formal educational institution
    ( ) Elementary ( ) Secondary ( ) Post secondary
    ( ) Occupational training and/or instruction
    ( ) Military training and/or instruction
    ( ) Other. Please specify _____

11. Was/is your teaching experience:

    ( ) Full-time ( ) Part-time

12. Number of years teaching experience _____

13. How many quarters have you taught at J.S.R.C.C.? _____

14. Are you presently employed in a position other than your part-time position at J.S.R.C.C.?

    ( ) Yes ( ) No

15a. If so, is your other employment a teaching position?

    ( ) Yes ( ) No

15b. If it is not a teaching position, is it closely related to the subject(s) which you are teaching?

( ) Yes ( ) No

16. If you are not employed, are you a student, housewife, retire person, etc.?

_____

17. What portion of your family income does your J.S.R.C.C. salary represent?

( ) Total family income

( ) A major portion (75% or more)

( ) 50% to 75%

( ) Less than half

( ) Only supplemental or extra income

18. What is/are your primary reason(s) for teaching at J.S.R.C.C.?

( ) Income

( ) Earn teaching experience

( ) Maintain or increase personal knowledge

( ) Improve profession or occupational field

( ) Feel as if doing something worthwhile

( ) Stimulating/challenging experience

( ) Other _____

19. How did you learn of the availability of your first teaching experience at J.S.R.C.C.?

( ) I contacted the College

( ) The College contacted me

( ) Through an acquaintance

( ) Employee or ( ) Student of the College?

( ) The College contacted my employer

( ) Newspaper announcement

( ) Other. Please explain _____

20. Did your divisional orientation meeting(s) provide you with the information you needed to perform your duties?

( ) Yes ( ) No

21. Have you received clear information concerning:

Registration ( ) Yes ( ) No

Add/Drop ( ) Yes ( ) No

Grading ( ) Yes ( ) No

Withdraw ( ) Yes ( ) No

Verification of Class Rolls ( ) Yes ( ) No

22. Have the following services been satisfactory in relation to your needs?

Copying (Xerox, mimeograph, etc.) ( ) Yes ( ) No

Audio/visual equipment ( ) Yes ( ) No

Library facilities ( ) Yes ( ) No

23. Are you able to make provisions for counseling or assisting students who are having academic problems in your class(es)?

( ) Yes ( ) No

24. If your answer is no, please explain. _____

_____

25. Would you like to attend divisional faculty meetings?

( ) Yes ( ) No

26. When would you like them scheduled? _____

27. Have the following personal matters been adequately processed for you?

Contract: ( ) Yes ( ) No

Paychecks: ( ) Yes ( ) No

28. If you answered no to either, please explain the problem(s) _____

_____

29. How much out-of-class time do you devote to your class(es) each week?

_____

30a. Has your experience with J.S.R.C. been a satisfying one? ( ) Yes ( ) No

b. Do you feel that you are a part of the College "family"? ( ) Yes ( ) No

c. Do you feel that you are making a significant contribution to the College's instructional program? ( ) Yes ( ) No

Please make any comments on the back of this questionnaire which might further explain your answers to any of the above questions or which you believe would improve the College's service to part-time instructors.

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 6 1976

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